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ABSTRACT

As we know, the Common European Framework of Reference for Languages (CEFR) is a framework used to measure language proficiency. This applies to languages learned as a foreign language. Instruments defined by the Council of Europe played a decisive role in so-called "non-native" language learning. The significance of learning a language lies in four main skills—listening, speaking, reading, and writing—through which learners achieve results. Priority is given to communicative competence, which involves the ability to use the language for communication, fostering interaction. This method of active learning, through hands-on approaches and opportunities for experimentation, leads to new accomplishments in learning unfamiliar languages quickly and easily. Identifying linguistic needs precisely helps pinpoint specific knowledge necessary for effective communication in a particular field, meaning knowledge required for navigating the sea of communication in that domain.

Keywords: *SLE, The language proficiency, assessment*

The language proficiency assessment system has been divided into six levels so far - A1, A2, B1, B2, C1, C2. It is possible and acceptable to further divide or categorize each level based on local context. The addition of a "+" sign is included, indicating a partial proficiency beyond the level. Recently, there has been a proposed sub-level for A1 known as "Pre-A1." Generally, levels are defined as "can-do" descriptors. This approach was formalized in 2001, but the roots trace back to the development of specific job-related tasks for English in 1975 (Threshold level). Interestingly, it was not until 1976 that a similar idea was applied to French (Un Niveau Seuil). These two instruments served as prototypes for similar instruments created later for other languages, considering the peculiarities of each language's communicative requirements.

CEFR establishes and unifies all language learning achievements. It specifically focuses on the description of competence and proficiency types in non-native languages. The created descriptors are general, not tied to a specific language. The newly added Pre-A1 level is also described in relation to other levels in English, French, German, Italian, and Spanish.

The specifications outlined in CEFR may be very general, but their application field is vast. Descriptors control the progressive mastery of each skill, which is assessed on a scale. For authors, educators, and other professionals, this multifaceted approach is intriguing. A2 proficiency level is

particularly interesting for us, as its details and internal structure and how these indicators manifest in it are topics we have already discussed regarding the A1 level.

A1 and A2 levels in our language system don't have a specific location, but their content and what A2 should cover are generally defined in the descriptors of Georgian language proficiency. Although CEFR - the Common European Framework of Reference for Languages - provides a general framework, including descriptors for Georgian language proficiency, there are still questions during teaching and examination. Specifically, what A2 should cover, what type of grammatical structures a learner should be familiar with, how to express themselves more fluently, and what kind of written requests they should be able to fulfill. While all of this is outlined and written, both in the general descriptors of language proficiency in the Common European Framework and on the website of the National Center for Educational Quality Enhancement in Georgia (www.geofl.ge), specific challenges related to each language still arise. These challenges may include particular linguistic problems, structural issues, and practical applications based on language function and structure.

The four units are crucial, and communication skills always take precedence among these four, as language is essential for human interaction. A2 level defines the basic elements of language proficiency. This is rightfully considered an essential level, as it allows learners to actively participate in conversations. Students are evaluated by CEFR standards, which consider language proficiency as an elementary skill when learners can actively participate in discussions. It is assessed based on the principles of CEFR, such as 'main' language skills but also requires practical knowledge of language elements. Students should already have a basic understanding of the language and be able to communicate on everyday topics.

It is recommended that students have a solid foundation in language basics and be able to easily communicate in everyday situations. Focus on yourself without hesitation.

A language learner needs assistance in conversation skills. In this level, the learner not only engages in monologue presentations and daily discussions on various topics but also focuses on simple dialogues and expresses personal opinions more confidently. They can comprehend narratives and frequently use commonly used expressions that are quite powerful and essential. The learner should be able to organize and articulate personal opinions on simple and personal topics, describing their background, work environment, areas of interest, and minimal understanding of official announcements. In reality, an A2-level student can do what an A1-level student does, but additionally, they can evaluate their own work-related activities, perform actions, share interesting stories, convey travel news, and discuss planned activities on weekends and holidays.

Communication skills are crucial for learning, both in terms of progression and for advanced

learners. The identification of text types is essential; texts should be approached with a methodological perspective that values authenticity. A significant challenge for A1 and A2 levels is the comprehensive understanding of real, vivid lexicon. Proficiency is demonstrated when a learner can recognize and comprehend the same word or phrase in about seventy-five different situations. This, it must be said, is dependent on the learner's linguistic intuition and understanding of context. Texts that are explicitly focused on certain grammatical or lexical material work well. We believe that such well-exposed, well-prepared students can create a definition for a given theme, be active in discussions, form a substantial vocabulary base, and then use it purposefully in context. The use of authentic texts is essential in the learning format, as they facilitate comprehension and listening skills, which are crucial aspects of this goal. Authentic texts also enforce the learner's ability to understand and imitate intonation and pronunciation, contributing to a more holistic learning experience.

The study of the Georgian language, seen as an exotic language by many scholars, has been enriched by the efforts of numerous intellectuals in this field. The titles and their main content were recorded precisely as "Description of the Georgian Language Skills." The series "Biliki" (www.lsgeorgia.com), which encompasses language skills, also reflects the same description. However, the first textbooks for the A1 and A2 levels were published in 2005. Although the European approach was initially considered, subsequent works on language skills and learning have been extensively adapted for various educational opportunities. In this regard, the "Biliki" series evaluates the proficiency levels across all three stages, not only recognizing the description but also engaging in practical activities, travel narratives, established Saturday-Sunday lessons, and more. The A1 and A2 levels were recognized during the program's inaugural year, and the Language School's A2 level was established in 2022.

The "Biliki" series utilizes methodological approaches that are mainly communicative and partially grammatical-translation. With fifteen years of experience and a deep understanding of the complexity of the Georgian language, the A2 level content is designed to be comprehensive, logically structured, and accessible. In the initial stage, our learners are immersed in familiar and easily recognizable vocabulary, meaning that whatever we give them, we ask them to reproduce; the focus is on familiar lexicon, and they encounter only a known lexicon. We start by providing our learners with a lexicon they know, meaning that they are asked to return the same thing we give them; actively working on production lexicon and phrases, and actively rehearsing reception. In the next stage, during the production of the A2 level, we actively use the necessary lexicon for both production and reception exercises, working on both the production and reception of recipes, and actively using the required lexicon for questioning and listening exercises.

In the A2 level description of the European Language Portfolio and in English language

teaching about this level, what do they write about and what do they emphasize? It's interesting, what do they prefer: using simple, concise linguistic structures, relying more on personal experience, intuition? Also, the learner should be able to negotiate: on necessary items; on clothes, food (in case of allergies); with sellers; at home; about travel; in emergencies; about health; in daily work; about professions; in conversations and discussions; about nationality and identities; about hobbies and interests; about plans and creative activities with friends; about the weather; in a beauty salon; about little stories...

According to the European Language Portfolio, the A2 level description indicates that a minimum of 250 hours of study is considered sufficient for an English language learner to achieve proficiency at the A2 level (CEFR).

The series "Biliki" is designed methodically, considering various methods, strategies, and adhering to the principle of simplicity. It covers A1, A2, B1, and B2 language proficiency levels, providing listening materials corresponding to each level. Each level consists of language proficiency (listening materials), work routine, and interview materials. Additionally, there is a written section for the C1 level, designed for advanced students who, before printing, undergo an examination, express their opinions, help improve the language proficiency, and participate in the development of the curriculum.

In reality, the series "Biliki" follows the general description of language proficiency levels in the Common European Framework of Reference for Languages (CEFR) and "Language Proficiency Levels in the Georgian Language." Biliki A1 covers material similar to other proficiency levels and involves four skills: listening, speaking, reading, and writing. In language proficiency, all types of texts are actively practiced, and thematically, vocabulary, phrases, listening dialogues, grammar, and necessary tables are included in the material for easy and straightforward assimilation.

Biliki A2 language proficiency consists of the following twelve chapters: In Vake Park; Weather and Seasons; Profession; Saturday-Sunday; Human Nutrition; Shopping; Hobby; Outside the City; In the Beauty Salon; Georgian Cuisine; About Georgia; Legends about Tbilisi. Each chapter has a predetermined thematic vocabulary for each theme.

The academy now has three tests; after each of the four sessions, a test is given to check the student's knowledge of their specific lexicon and grammar. The tests now have answers. Lexical and phrase knowledge is acquired through "question material," which includes active dialogues for each defined session.

"Biliki A2" language course covers the following grammatical categories:

Returns: Intransitive, Transitive

Pronouns: Reflexive

Numerical Nouns: 1-200

Prepositions: On, Above, With, From, By, Before/After, During

Suffixes: -ian, -ve

Interrogatives: Comparative and Additional Quality;

Numerals: From 200...

Verbs: I, II, and III groups: Thinking, Playing, Leaving/Coming, Silence, Laughter, Smile, Cry, Scream, Love, Creating, Doing, Making, Preparing, Observing, Searching, Thinking, Reading, Asking, Analyzing, Imagining, Planning, Seeing, Drawing, Buying, Selling, Writing, Questioning, Meeting, Singing, Searching, Loving, Painting, Continuing, Smiling, Reducing, Buying, Selling, Writing, Thinking, Eating, Drinking, Tasting, Smelling, Taking, Giving, Necessity, Speaking, Saying, Watching, Starting, Going out, Taking off, Pouring, Changing, Taking, Giving, Agreeing, Receiving, Taking, Need, Saying, Seeing, Launching, Changing, Taking, Taking, Giving.

Negative Particle: Cannot

Imperative Forms of Verbs: Positive and Negative

Devices: Deceiver, Unbroken, Future Time; Split; II Connectives.

Connectives: Because, Which, That, So that

Simple Sentence;

Complex Sentence: Single, With One More;

Complicated Sentence: With Additional Conditional Sentences, With Explicit Reason, With Difficult Explanation.

So, in the context of learning a foreign language at the A2 level, we have explored the Common European Framework of Reference (CEFR) and 'General Description of the Proficiency Levels in the Georgian Language.' Additionally, let's delve into the series 'Biliki' at the A2 level, which is designed for learners aiming at this proficiency. Our experience has been successfully validated through examinations held in European and U.S. diplomatic centers as indicated by the learner for this level.

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